DOCUMENT RESUME

ED 189 425 CE 026 059

AUTHOR Thieleman, Betty
TITLE On Second Thought: A Career Change Handbook.
INSTITUTION Multicopy, Inc., Northfield, Ill.
PUB DATE 80
NOTE 54p.
AVAILABLE FROM On Second Thought, P.O. Box N554, Northfield, IL 60093 ($5.00: 10 or more copies, $4.00)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Change: *Employment Interviews: Employment Opportunities: Guides: *Job Application: *Job Search Methods: Portfolios (Background Materials): *Self Evaluation (Individuals): Skill Analysis

ABSTRACT

Developed primarily for teachers, this career change handbook is divided into seven chapters. Chapter 1 discusses the phenomenon of career change. Information and activities on assessing skills are presented in chapter 2. Transferable skills and procedures for writing accomplishment statements are discussed in chapter 3. The fourth chapter presents information and examples on how to prepare a resume, while chapter 5 discusses the important facts to cover in both a formal and informal interview. Chapter 6 discusses five ways to find a job. The final chapter includes a career change log for recordkeeping and a bibliography of resources helpful in the job search. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189425

ON SECOND THOUGHT

A Career Change Handbook

By Betty Thieleman

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Betty Thieleman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 026 059

AUG 1 8 1980

Copyright © 1980
By Betty Thieleman
All Rights Reserved

Printed by Multicopy Corporation
Northfield, Illinois, U.S.A.

TABLE OF CONTENTS

CHAPTER 1: *Career Change* 1

CHAPTER 2: *Skill Assessment* 3

CHAPTER 3: *Transferring Skills* 13

CHAPTER 4: *Resumes* 19

CHAPTER 5: *Interviews* 30

CHAPTER 6: *Where Are The Jobs* 37

CHAPTER 7: *Along The Way* 46

FORWARD

In 1978 when the school which employs me began to face declining enrollment, a number of my colleagues faced the prospect of being Reduced In Force. My counterpart, Director of Career Education at the sister campus, joined with me to provide our fellow teachers with as much assistance as possible. What began in 1978 as a one-time workshop for teachers in our school district has grown to a series of workshops which we're conducting for the second year for teachers throughout the state. Many of the teachers who have participated in these workshops have asked if the information could be put into a workbook so it would be available to more teachers. This handbook is the result.

My collaborator and colleague, Barbara Croisant joins me in thanking Teta Minuzzo and John McCluskey of Illinois Education Association's Region Six; Dr. Roderick Bickert and Dr. John Patzwald of the New Trier Township High Schools, and the many teachers who have given their support and encouragement.

Especial thanks to Sylvia Krasner and Katie Hoff, without whom I would accomplish very little.

CHAPTER I

Career Change

The phenomenon of career change is fairly recent. It first affected people in business and industry; now, it has reached the teaching profession. The causes are many (teacher stress, declining enrollment, inflation, burnout), but whatever the cause affecting a specific teacher, all teachers contemplating career change face, to greater or lesser degrees, the same concerns which erect barriers to change.

The first barrier to be overcome is lack of self confidence. Teachers are extremely confident in their teaching abilities and in classroom situations, but many teachers have had very limited experience of the world outside teaching and they feel at some disadvantage there. The fact is that the qualities which make for good teaching are qualities which make for good employees in many areas. Such abilities as organization, planning, communication, goal and objective setting are sometimes so much a part of a teacher's life that it's difficult to recognize they are abilities which are useful in many places and to many people and organizations. Teachers have much to be confident of. Yet, sometimes we fall prey to the mentality that says, "She's a fine first grade teacher. If she learned a little more, she could teach fourth grade!" (This mentality sees all elementary teachers as feminine.)

A second barrier to career change is reluctance to take risks. Teachers, more than many people, are unused to risk-taking. Teachers have had tenure to protect their jobs; they've often been on a salary schedule long enough that they know it will be difficult or impossible to earn the same amount of money in another field; teachers are accustomed to working very hard for a period of time and then have a break in the work schedule; teachers have been able to use the summer months to increase their income and/or their knowledge and experience, and giving up vacation time is a risk. It's true that other occupations have limited vacation periods. Most companies have ten paid holidays a year and give each worker a paid vacation depending on the worker's length of service with the company. What teachers need to realize, however, is that the work pace in business is different from the pace in education — particularly education in public schools. The peaks and valleys in education, the gearing up and winding down pattern that schools follow, is spread out over the year in other occupations, so that while there's not the frequent break, there's less need for the break. Teachers tend to spend many hours on school work during the school year. It's not uncommon for teachers to put in more than 50 hours a week on school work. While many business people put in many more than the 37½ or 40 hours generally considered a business work week, their emotional involvement is often less intense than the involvement of a teacher with his or her students.

A third barrier to career change is the lack of decision-making skills, or at least hesitancy to use them. It's all very well to do academic exercises about what you would do with regard to a decision to be made, but it's very different to pick up your courage, make a decision, and stick to it. This barrier is very akin to risk taking; for some people, decision-making is impossible because they won't take the risks involved.

Another barrier is the lack of role model available. This situation is changing as more teachers change careers and as more business people change careers. The phenomenon is still new enough, however, that though there are role models around, people rarely hear of them and the fear of failure, the fear of the unknown may cause one to postpone making a decision and taking a risk until it is too late to do so.

Closely associated with the foregoing is the unwillingness to start over. Often people who contemplate a career change think they can enter a new occupational area at the same level they'd reached in their first career choice. Centainly experience will help, but one should be prepared to begin at a lower level in the hierarchy, hoping that one's abilities will soon advance one's position. It is very likely that teachers will find quick advancement and promotion. One of our colleagues left teaching in June, took a position with a business firm at a lower salary the first of July. The teacher is extremely able, however, and after six months was earning more than she'd earned as a teacher. Businesses have regular reviews and pay raises. Beginning at a lower salary and with fewer responsibilities will not long handicap anyone who is able.

It's extremely important, therefore, that anyone who contemplates a career change set firm, short range goals. These goals must be realistic; they must include what one expects from the occupation. No occupation is perfect. There will be discomforts and disadvantages to every job, but if the advantages and satisfactions outweigh the shortcomings, the discomforts will not be a bar. In every field one must learn to compromise so as to create the greatest success possible. Of course one would not want to compromise on principles, but one must carefully consider what can be compromised, maintaining one's principles. For example, is a well paying job worth spending an hour or two more in travel time? Would it be well to move? What would one gain — or lose? This kind of compromise is essential and it can only be done when one knows what principles and values are important and the relative priority of those principles and values.

When we talk about career change, we're not talking about taking a job that comes along, or even looking for a job. We mean deciding what *you* want to do and *then* looking for a position in which to do it. Career change is possible. Sometimes a change of career is the only way one can accomplish what one sees as important in life. With very few exceptions, a successful change of careers entails time, effort and knowledge. Learn all you can about how to make a career change; do the research involved. This handbook can help, but the change itself is up to you. And you can do it!

CHAPTER 2

Skill Assessment

Assessment of yourself is essential to the career change process. You must know what your skills, talents, and abilities are. To get a job in education, you need a degree and usually state certification. Educators are hired on the basis of their degrees and on their educational experience, but business really doesn't care much about educational background. Business is interested in what you can do, so finding out what you can do is the first step to career change.

To assess your own skills, begin with the skills involved in teaching. All teachers have the ability to communicate, for that's the essence of teaching. All teachers can plan and organize; they can work with people; they can analyze and synthesize information; they can read and write, usually well; they are goal and objective oriented; they are innovative and creative. In considering a career change, however, many teachers encounter difficulty in knowing what a skill is and in identifying what their own skills are.

A skill is the ability to do something. Skills may be grouped generally into three categories. The first and most easily identifiable category is performance skills. Performance skills generally deal with things; they're physical and active in nature; they are specific. Such skills are useful in many settings and they are not necessarily connected with paid employment. Performance skills can be improved with practice; many performance skills can be learned quickly. If you want to add to your skills in this area, you can enroll in a course or volunteer somewhere in order to learn a specific skill.

The second category of skills is intellectual skills. These skills relate to your interests in the three basic relationships which every employee has to an occupation. The three basic relationships are with data, with people, with things. All jobs have a relationship to these three: data, people, things, referred to as D P T. These skills can be used in many situations. Data is information; if you like to work with information, you will have and use certain skills; working with people takes other skills; working with things takes yet other skills and relates most closely to your abilities in the performance skill area. Intellectual skills are general in nature and *they are transferrable*. They are useful in a variety of settings and situations.

The third skill area is psychological skills and these relate of course, to your skills with people as well as the kind of personal qualities you possess. These skills involve handling one's self especially as one relates to other people or manages one's self. You should know are least five strong psychological skills.

On the next page is a brief review of the three skill areas, and the page following lists 65 skills. The average person has at least 500 skills, so this is a very short listing. It will, however, help you start to identify your skills.

After you review the skills listed, turn to page 6 and write down skills you possess. Try to identify at least 10 skills in each skill area. The process of identifying your skills will take time. Keep thinking about it. Some ways to approach that process will be discussed later.

Identifying Skills

A skill is the ability to do something. It is active. Skills may be classified generally into three basic types.

A. **Performance Skills:** These are specific skills utilized in a work or activity situation. They are not necessarily connected with paid employment.

Typing	Operating a cash register
Bowling	Decorating a home
Gardening	Tailoring a suit
Preparing a lesson plan	Cutting/styling hair
Repairing a car	Directing traffic
Knowing the names of the human bones	Taking blood pressure

B. **Intellectual Skills:** These are *transferable* skills. They all relate to data, people, or things and are useful in a variety of settings and situations.

Relating to data:	**Relating to people:**	**Relating to things:**
developing	communicating	precision working
planning	negotiating	operating
organizing	teaching	tending
analyzing	supervising	handling
innovating	persuading	sculpting
researching	performing	painting
computing	leading	repairing
comparing	mentoring	manipulating

C. **Psychological Skills:** These skills involve handling oneself especially as one relates to other people or manages oneself. You should know at least 5 strong personal skills.

Appearance	Helpful	Persistent
Athletic	Imaginative	Punctual
Congenial	Industrious	Receptive to criticism
Conscientious	Leadership ability	Sincere
Dependable	Loyal	Sympathetic
Efficient	Open-minded	Tolerant
Flexible	Patient	

Performance Skills

1. carpentry
2. needlework
3. typing
4. assembling
5. constructing
6. repairing
7. operating equipment
8. using precision tools
9. running
10. hiking
11. camping
12. observing
13. deciding
14. examining
15. playing instrument

Intellectual Skills

16. counting
17. budgeting
18. calculating
19. memorizing
20. researching
21. organizing
22. analyzing
23. synthesizing
24. problem solving
25. diagnosing
26. testing
27. evaluating
28. studying
29. prioritizing
30. comparing
31. contrasting
32. systematizing
33. classifying
34. filing
35. perception

Psychological Skills

36. insight
37. intuition
38. empathy
39. counseling
40. foresight
41. deciding
42. composing
43. writing
44. motivating
45. listening
46. helping
47. designing
48. improvising
49. adapting
50. understanding
51. improving
52. empathizing
53. sympathizing
54. guiding
55. creating
56. initiating
57. leading
58. risking
59. performing
60. directing
61. supervising
62. persuading
63. healing
64. sensitivity
65. caring

Identify Your Skills

Performance Skills	Intellectual Skills	Psychological Skills

11

What you are able to do is very important, but two other things are equally important. First, the degree of skill you possess is critical. If you can type, but I can type better, I'll get the job. Look at the skills you've noted and assess the degree of skill you have. With foreign language, for example — how good are you with French? Do you read it? That's one skill. Speaking it may take a greater degree of skill; understanding French when it's spoken to you takes an even greater degree of skill and so on. Real fluency of course is the greatest degree of skill with a language. As you continue your self assessment, look at skills you possess which might need to be improved. Once you've discovered such a skill, take steps to practice it.

You may think of skills you'd like to acquire. Acquiring skills is a matter of learning and practice. Take a course, volunteer in some area where you'd like to acquire a skill; take a part-time job where you'll learn new skills. Do not overlook community, social and professional organizations. If you've been active in an organization, what skills have you used? What skill might you acquire or practice by becoming more active in an organization? Budgeting skills do not depend on the size of the budget. The same skills are needed to manage a small budget as are required to manage a multi-million dollar budget. It's the exercise of the skills that's important.

A second aspect equally important to what you can do and how well you can do it is to consider what you like to do. Usually what you do well is something you like to do. But not always. There are probably many skills you have which you would not want to use daily. What do you like most about your job, your other activities? What activities do you hate! Ironing? Shaving? Put that down, then analyze it. What do you dislike about it? The routine? Look beneath the activity to the basic skills involved.

One way to help ferret out your skills is to write a short autobiography of your accomplishments. Write down the most important of your accomplishments in the past year or two and see what skills were involved. Look back over the last several years, recalling activities which gave you a feeling of confidence and which were favorably recognized by others. It's probably not necessary to look back further than three to five years. Most recently used skills are most useful for you to identify.

It's also wise to take a look at why you're a teacher. What made you choose teaching in the first place? Did you become a teacher because you are interested in service to others? If so, perhaps your social and interpersonal skills are strongest. Are you a chemistry teacher because you love chemistry or an English teacher because you love literature? Determining what led you to teaching and what aspects of it you most like may help identify the kind of work you will most enjoy and which will be most satisfying for you.

To help in this skill assessment process, complete the next worksheet (page 9) which asks you to list skills you most enjoy using and skills you dislike using. (Because you can do it doesn't mean you like doing it.) List seven skills you most enjoy; seven skills you most dislike. Once you've listed them decide whether the skills involve working with data (D) people (P) or things (T). Look at the columns marked DPT in the center of the worksheet and check the blank where that skill has the most relationship. Does the skill deal mostly with data or with people or with things? Sometimes it will relate to all three, sometimes one or two. Under the column titled skill area, write down if that skill is a performance skill, an intellectual skill or a psychological skill.

Count up the number of checks beside the DPT columns for things you enjoy. Is there a focus on one or two of them? And count up the DPT for things you dislike, does that reveal a different pattern? Do the same for skill areas. Do you most enjoy performance skills? Make some assessment of what this sheet shows about the skill areas you like best and what relationship those skills have to working with data, people and things. Begin to prioritize and group your skills so that you create a list of your strongest skills and the skills you most enjoy. Look at the relationship of these skills to data, people, things; and to each other.

Skill assessment takes time. It also takes cooperation from someone who cares about you. You must check with at least one other person to see whether your assessment of your skills and the degree to which you possess each are accurate. What does your best friend, your spouse, your parent feel is your strongest skill area — your weakest? Discussing your assessment of your own skills with someone who cares about you will allow you to keep a little distance from yourself and still not be self defeating. Your best friend can say, "Well, of course you don't ski well, but you're a terrific swimmer." You may have thought you ski beautifully, but you can accept the notion that you're not as good at that skill as you wanted to be and thought you were, without feeling you're a terrible person or a failure. After all, you don't expect to be perfect at everything, do you?

Once you've made a thorough skill assessment, you should have some idea of which skill area is your strongest, which skills are strongest, and whether your best skills involve working most in relationship to data, people or things. After you've completed identifying and assessing your 500 or so skills, you need to group your best skills and ones you most enjoy using into clusters. You should be able, once you've made this assessment, to create about 30 clusters, each cluster containing six or eight skills. You must have about five strong skill clusters. This *thorough* assessment is essential. On this step hang all the steps which follow. Skill assessment forms the basis of your resume and the content about which you'll talk in the interview.

Prioritizing and Grouping Skills

I most enjoy _____ D___P___T___ Skill area_____

I most enjoy _____ D___P___T___ Skill area_____

I most enjoy _____ D___P___T___ Skill area_____

I most enjoy _____ D___P___T___ Skill area_____

I most enjoy _____ D___P___T___ Skill area_____

I most enjoy _____ D___P___T___ Skill area_____

I most enjoy _____ D___P___T___ Skill area_____

I dislike _____ D___P___T___ Skill area_____

I dislike _____ D___P___T___ Skill area_____

I dislike _____ D___P___T___ Skill area_____

I dislike _____ D___P___T___ Skill area_____

I dislike _____ D___P___T___ Skill area_____

I dislike _____ D___P___T___ Skill area_____

I dislike _____ D___P___T___ Skill area_____

The next step is to translate your skills into business language and to do that, there are a few terminologies you must learn. The skills themselves will transfer to business settings, but you must put them into the form and language business understands. For example, business does not like the word education or the word teach, so business talks about training and development. Business is moving away from the term personnel and likes to talk in terms of human resources. Business is happy when you have a Bachelor's or Master's degree UNLESS it's in education.

The skill clusters you've formed need a title, and to find a title, you need to know that business looks for three skill areas:

a. organizational skills
b. technical skills.
c. managerial skills.

Organizational skills involve working with people and data; technical skills are primarily skills with data and/or things; managerial skills call for work with people and/or data. Look at the following page of sample titles for skill clusters. The terms are generally terms which educators understand and often use. Look at the listing of titles. Leadership in Perceptive Human Relations Techniques (and they talk about educational jargon! but have you ever seen a better definition of teaching?) and you'll see that teachers who have done curriculum revision, have led teaching teams, have been leaders in professional organizations have the skills which are included in a skill cluster with this title. Public Speaking and Group Dynamics is other skill cluster title which utilizes skills teachers have. If teachers don't know how to work with group dynamics, no one does. Use this list of titles as suggestions. See where your skills fit in or think up your own skill cluster titles. On the next page is a sample list of several skill cluster areas and the following page lists cluster titles with skills involved.

Sample Titles of Skill Clusters

1. Administrative Management
2. Administrative Support Services
3. Adult Education
4. Counseling
5. Counseling Centers and Programs Management
6. Customer Relations
7. Customer Services Management
8. Economic Research and Analysis
9. Editing
10. Financial Planning and Management
11. Group Activities Leadership
12. Group Dynamics
13. Humanizing Corporate Relationships
14. Human Resources Management
15. Journalistic Interviewing
16. Leadership in Perceptive Human Relations Techniques
17. Manpower and Organizational Analysis and Planning
18. Market Research and Analysis
19. Negotiation and Bargaining
20. Office Management
21. Organizational Analysis and Planning
22. Organization and Administration of Training Programs
23. Organization and Administration of In-house Training Programs
24. Personnel Administration
25. Planning and Management
26. Policy Formulation and Recommendation
27. Professional Organization and Leadership
28. Property and Supplies Managment
29. Public Speaking
30. Purchasing and Procurement Management
31. Publishing
32. Regional Economic and Industrial Research
33. Reporting
34. Research and Development Activities
35. Resources Management
36. Writing
37. Youth Programs Management

Sample List of Managerial, Executive and Professional Skill Clusters

Communicating

Addressing groups
Conferences
Negotiations
Project analysis and assessment
Publication of articles
Speech writing

Labor Relations

Arbitration
Contract writing
Grievance handling
Negotiations

Leadership

Decision making
Formulating objectives
Initiative
Motivating
Policy setting
Program planning
Selecting personnel

Organizing

Assess reorganization proposals
Coordination
Design organizational structures
Scheduling
Supervision

Planning

Determining objectives
Evaluation and revision
Forecasting
Problem identification
Problem solving
Program implementation

Public Speaking

Debating
Lecturing
Making radio and TV presentations
Poise in public appearances
Preparing audio-visual materials
Public Speaking
Script writing
Showmanship
Speech writing
Using audio-visual aids

CHAPTER 3

Transferring Skills

Business wants to know what you can do, but also where you've shown that you can do it. The way you show business that you can do something is to demonstrate when and where you have done it. Business terminology for that is accomplishment statements and these accomplishment statements validate for business that you do in fact possess the skills.

Accomplishment statements have two parts. First you state the accomplishment and then you state the result. Business is always interested in results and is always looking for people who can do one of three things for them (a) increase results with the same expenditure of resources, (b) achieve the same results with fewer resources, (c) solve their problems.

Think about your accomplishments which could be useful to business. Perhaps you've taught more students this year than last, have had the same resources and have achieved the same results. That accomplishment has achieved more with the same resources. Perhaps you've been given a cut in budget, but have accomplished the same results. Perhaps you have been involved in some activity connected with the teachers association or union which has involved you in some grievance procedure. If you've been successful at resolving a grievance at an early level, you've solved a problem!

An important thing to notice is that skills may be cluster titles or skills under a cluster title. On page 12 you will find negotiations listed as a skill under both the skill cluster of communication and skill cluster of labor relations. Look at negotiating as a cluster title. That cluster employes the skills of communicating, analyzing, writing, speaking, and so forth. To state that in an accomplishment statement, you first say what was accomplished and then the result. Be as specific as possible, using numerical measurement where possible. Quantify.

For example:

Negotiating Experience. Negotiated two Agreements (1975-77 and 1977-80) giving teachers fringe benefit of full hospitalization and salary increase of full cost of living each year. You may need to be a little careful of such an accomplishment and include what the school administration got, e.g., no binding arbitration, no strike clause, etc. Knowing whether to include such experience on a resume comes from researching the companies to which you apply. More about that later.

An activity is an accomplishment if one or more of the following apply:

a. if the activity achieved more with the same resources
b. if the activity achieved the same result with fewer resources
c. if the activity made things simpler/easier
d. if the activity resolved problems with little or no increase in resources
e. if the activity achieved something for the first time

Always phrase accomplishment statements in active verbs, and don't be misled by the word statement. Use phrases, not complete sentences, as that's what resumes are made of. Look at the list of active verbs on page 15; they are verbs business will understand. Notice teaching is not there, nor is educate; but other terms we in education use are there, implemented, scheduled, planned, etc. Look again at page 15 and the Sample Accomplishment Statements listed. Note that the number of the statement refers to the skill number on page 5. Page 16 lists educational activities put into accomplishment statements.

This chapter and the chapter before this one are designated to show you the way to go about the skills assessment. Time and thought and effort on your part will bring to light the skills you have that will transfer to areas other than education. Keep in mind that you are looking for what *you* want to do!

Validate your skills in accomplishment statements. Identify what was accomplished and what the measurable or resultant benefit was. State the accomplishment briefly. Be specific. Include numerical measurement where possible.

Action Verbs for Accomplishments Statements

Accelerated	Formulated	Programmed	Succeeded
Accomplished	Founded	Promoted	Summarized
Achieved	Generated	Proposed	Superseded
Approved	Headed	Provided	Supervised
Built	Installed	Purchased	Terminated
Conceived	Increased	Recommended	Tracked
Conducted	Implemented	Resigned	Traded
Completed	Improved	Reduced	Trained
Consolidated	Improvised	Reorganized	Transferred
Controlled	Innovated	Researched	Transformed
Converted	Instituted	Revised	Translated
Created	Introduced	Scheduled	Tripled
Cut	Invented	Serviced	Trimmed
Delivered	Launched	Simplified	Traced
Demonstrated	Led	Sparked	Uncovered
Designed	Maintained	Set up	Unified
Developed	Managed	Sold	Unraveled
Devised	Negotiated	Solved	Utilized
Directed	Operated	Staffed	Vacated
Doubled	Organized	Started	Verified
Earned	Originated	Streamlined	Widened
Edited	Performed	Strengthened	Won
Eliminated	Planned	Stressed	Withdrew
Established	Processed	Stretched	Worked
Expanded	Produced	Structured	Wrote

Accomplishment Statements

1. Build and sell custom-made bookshelves as a hobby. 1970-79.

15. Play flute with the Village orchestra. 1977-present.

17. Propose and administer annual budget in excess of $20,000 as Chairman of Speech Department. 1977-79,

27. Evaluate annually 10 faculty and 2 clerical staff as Department Chairman. 1975-79,

43. Write critical reviews of the literature for *Course Review*. 1977-79.

47. Designed the peer counseling Senior Helper Program for New High School. 1974.

62. As local membership chairman for the Education Association, enrolled 100% membership. 1977-78 and 1978-79.

65. Volunteer 15 hours each week to the American Red Cross, organizing Blood Drives. 1976-79.

Sample Accomplishment Statements Based on The Field of Education

Currently testing effects of pineapple enzyme on gelatine and sugar-gelatine ratios; results often are co-authored for "Do-It-Yourself Science" publications.

Developed methods for teaching English to non-verbal students.

Effective activities included individualized, original projects.

Initiated use of field experiences, videotape and audiotape recordings in classess.

Commended by students — "Now I know how Aristotle's students felt." "How did you develop such a broad background?"

Designed and remodeled four different type houses. Innovations and efficiency of two kitchens were used as models by contractors.

Supervised and analyzed teaching performance. Cooperating teachers and student teachers commended insight and critique of situations. Suggested alternatives often resolved problems.

Evaluated school science programs and facilities. Suggested methods for more efficient and productive results. Consultant to organizations and committees, have analyzed problems and presented several alternate approaches.

Converted Ph.D. and Ed.D data into charts and graphs which simplified reader's interpretation. Committee members expressed compliments and gratitude for organized presentations.

Edited science activities, books, articles, theses. Pin-pointed conflicting statements, development of concepts and themes. Reports accepted and/or published after clarification.

Outlined sequence for individualized, competency-based curriculum. Staff members now successfully use outline and system as guidelines for the courses.

Member of planning committees. Chair panel discussions for professional meetings such as National Association for Teachers, National Association for Research in Teaching, National Education Association.

Initiated audio-visual department at the University of Nome. Collected and placed on permanent loan approximately 50 commerical films for state-wide use.

Initiated state division of DAVI and was state chairman. University president commended service and contributions.

Recognized effective teaching. Results from liaison between science departments and education departments evidenced by exchange of materials and by improved cooperation between departments. Education students gained respect for science staff.

Presented papers and talks to professional groups such as PTO's, school workshops, and professional meetings.

Guest edited school issues of *Environmental Bulletin*. Co-authoried articles in *American Teacher, Learning, Action Bulletin*.

That choice of where you want to work and in what capacity depends on a number of factors. The last page of this chapter attempts to help you begin to create that ideal job. And, by the way, you should sit down and write out what you would consider to be an ideal job.

What do you like to do? What have you been successful at? What do you want from a job — money? prestige? security? friends? A job takes up so much of your life that you need to consider seriously all the aspects of it, for a job helps determine your friendships, affects the status with which you are regarded; dictates to some extent where you'll live; how long you'll travel to and from work; is a big factor in determining how you'll live once you reach the age of 65 or 70 and involves many more things than job duties and salary.

Complete the blanks on page 18.

Applying Skills

Career changers decide what employment they want; then look for it. They do not shape themselves to the job; they create a job and then look for the closest job they can find. To create a job, fill in the following blanks:

1. My major skills seem to be _____

2. In the past I have succeeded in and enjoyed _____

3. My major accomplishments are _____

4. I want a job which provides _____

5. This job could lead to a career in _____

Firming Career Goals

1. Where would you like to live geographically?

2. What kind of people would you like to work with?

3. What purposes or goals do you want your employment to serve?

4. What kind of organization do you want?

Profit or non-profit
Manufacturing
Retailing
Wholesaling
Public or Private

5. What skills do you most enjoy using?

23

CHAPTER 4

Resumes

Your resume is a picture of you in words. Usually, it's the first glimpse of you a prospective employer will see, so it must accurately portray you as you want to be seen. Since the resume reflects the employable you, you may want to write more than one resume so as to emphasize different aspects of your skills. Some people have a resume they use for applications to social service agencies and another they send to businesses. Your resume will be unique. It must also, however, be understood by an employer, so you must know the standard formats for resumes.

There are three basic formats for a resume. The first is chronological. This type of resume is the most common and the one businesses find most familiar. It sets out your educational background and lists your employment history in reverse order. The chronological resume is most useful when you apply for a new position in the same occupational area. The teacher who wants to apply for a position in education or in some governmental or social service agency will find the chronological resume a good choice, for it will emphasize the relevancy of education and experience. It is simple; it is concise. It is also relatively quick and easy to put together for it is merely a listing. An example of a chronological resume is on page 19.

If your're changing occupational fields, or returning to work after an absence, however, the chronological format is a poor choice because it will quickly reveal lapses in employment and experience not immediately seen as relevant. A better choice for such situations is the functional resume.

The functional format emphasizes your skills, the functions you can perform. It highlights only accomplishments and qualifications and lists those accomplishments in order of priority with the most marketable ones first. This resume is particularly appropriate for persons re-entering the labor market as it enables them to emphasize experience in volunteer work and play down a lack of paid employment. Many employers do not like this format, however, as it seems to obscure your work history. This format is demonstrated on page 22.

The third common format for a resume is a combination of the first two types. It would be most appropriate for changing career fields because it utilizes the best of the other formats. Often, it begins with a summary of experience or lists your objectives. Such a beginning may be titled "Job Objective" or "Career Objective." It is not necessary to begin with your objective, but if you have a pretty firm goal in mind and you really want only that goal, put it down. You should be careful, however, not to make that goal too narrow or too specific. A goal is usually an attainment you want to reach some time hence; the resume is designed to help you get a job *now*, so use the statement of objective to emphasize what you are bringing to the job. You want a job that will enable you to perform, to utilize, to excel in whatever you do best. Following the objective, if you use it, are the skill clusters listed in order of priority (most marketable skills first), each with its accomplishment statements. Try to keep any resume to one page. Use no complete sentences, no personal pronouns, just short, action-packed phrases. Then list employers,

educational background and any honors and professional affiliations. This combination format allows you to highlight your skills and, at the same time, includes your employment history. This inclusion makes employers more comfortable. See the sample on page 23.

You will need to rework your resume time and again to get it just right. It is essential that the resume be short and to the point. Personnel Departments receive hundreds of resumes daily. You want your resume to survive the Personnel people's initial screening, so the time you give to perfecting your resume will pay off.

Resumes

The Chronological Resume

This format is perhaps the most familiar of resume forms. It is the easiest to prepare. List employment in reverse chronological order; that is, begin with current employment. Some disadvantages are that skill areas are difficult to emphasize; emphasis may fall on areas the applicant would prefer to minimize; it highlights any employment gaps. Most useful for jobs in education.

The Functional Resume

This format highlights qualifications, stressing skill areas the applicant feels are most marketable. Some employers are unfamiliar with this format though its use is increasing. It does not allow for emphasizing companies or organizations worked with or for, and some employers feel uncomfortable about not having a complete history of work experience.

The Combination Resume

This resume is the best approach for changing fields. List job objective first, then qualifications, employers, education. This resume allows the applicant to stress certain skill areas, yet includes a complete employment history.

Do not include personal data such as height, weight, marital status, or health in any resume.

Do not title your resume.

A Chronological Resume

Jane Doen
415 High Street
Durham, North Carolina 00222
(003) 777-5542

WORK EXPERIENCE:

1976 to Present

Administrative Assistant
Department of Communications
Coral College

- Authorize expenditures of $100,000 budget
- Analyze audits, projections, financial statements
- Prepare government and university surveys and reports

1971 to 1976

Assistant to Chairman
Social Studies Department
University of New England

- Carried out adminstrative policies
- Processed payroll, ordered supplies and materials
- Prepared agenda and faculty meeting minutes

EDUCATIONAL BACKGROUND:

A.B., Coral College, 1969
M.A., University of New England, 1971

A Functional Resume

Robert Anderson
346 First Street
Fantom, Idaho 00336

(102) 344-7730

Robert Anderson
3000 Central Avenue
City High School
Fantom, Idaho 00336
(102) 344-7000

MAJOR WORK EXPERIENCE
(1965-1980)

Program Development

Initiated, coordinated and administered a program in women's studies.

Secured funding for the project and assumed responsibility for budget of $55,000

Communication and Supervision

Compiled and published reports on a variety of women's issues. Produced several booklets for general distribution.

Prepared press releases and conducted press conferences.

Hired and trained research assistants.

Managed a 25 person office.

EDUCATION

A.B., Appleton College, 1963
M.A., Manister University, 1965

27

A Combination Resume

Marilyn Anderson Knowles

17 Brown Street
Evanston, Massachusetts
00899

(112) 644-5687

Harper School
Gray & Fourth
Evanston, Massachusetts
00899
(112) 446-5700

CAREER OBJECTIVE: Application of my proven ability in the field of Public Relations.

QUALIFICATIONS:

COMMUNICATIONS:

Author of professional reviews of the literature for *Subject Reviews* since 1978

Contributor to such publications as *Phi Delta Kappan, Journal of Government Workers*

Radio talk show host, WWRW, Phoenix, N.M.

Guest lecturer at College of Cook County

SUPERVISION:

Have supervised 12 student teachers since 1970

Supervise and direct 3 clerical staff, 1977-present

EMPLOYERS:

Harper School Evanston, Massachusetts, English Department, 1974-present

Midlands School, Phoenix, N.M., English Department, 1968-1974

EDUCATION:

A.B., Midlands University, Phoenix, New Mexico, 1968

Another Combination Resume

Ben Kane
732 Colfax Street
Bard, New Jersey 01401
(122) 365-7032

SUMMARY:

Twenty-four years of experience in retail store management and operation. Started as trainee and rose through ranks to become Supervisor. Managed 18 different retail stores and opened three new stores in various locations throughout metropolitan areas. Highly seasoned manager of people and assets: dedicated employee; active civic leader.

BUSINESS EXPERIENCE:

1956-1980

MODEL COMPANIES, INC.

Model Companies, Inc. operates throughout most of the U.S. and Mexico; total corporate revenues approximate $3.5 billion.

Regional Supervisor (3 years)
Store Manager (13 years)
Operating Manager (5 years)
Assistant Manager (2 years)
Department Manager (6 months)
Clerk (6 months)

Managed 18 stores; volume of stores ranged from $30,000 to $225,000 per week. Supervised staffs that ranged from 5 to 200. Was manager assigned to open three stores in metropolitan area. Was frequently assigned to "problem" stores.

Highlights:

- Considered an expert in the design and implementation of creative merchandising concepts.
- Viewed by peers as an outstanding trainer of high potential management trainees and cooperative college students.
- Conducted company sponsored seminars for up and coming employees.
- Elected as spokesman for 250-275 managers in metropolitan area to handle grievances, working conditions, morale, and salary matters with corporate management.

- Directed the growth of a $50,000 per week store to $98,000 per week within two years without any remodeling of store.
- Won many vendor-sponsored awards for displays and product merchandising.
- Was selected by Area Vice President to be company judge for company-sponsored games.
- Was promoted to the newly-established Regional Supervisor level; one of the first store managers selected for this position.
- Developed the ethnic section concept locally: later was adopted company-wide.
- Developed ads, ad layouts and advertising programs for complete shopping centers.
- Won many of the company-sponsored sales and inventory control contests.
- Ranked frequently as No. 1 or No. 2 store manager, in terms of sales and earnings, in district of 15 stores.
- Initiated first-time local banking arrangements, now common practice in metropolitan area.
- Obtained company-sponsored hospitalization coverage for early retirees/store managers.

EDUCATION:

Jones High School, 1953

Attended 10-12 company-sponsored training programs on subjects of sales, merchandising concepts, store/personnel management, interviewing, and affirmative action programs.

CIVIC/ PROFESSIONAL AFFILIATIONS:

- Board Member & Delegate, Metropolitan Area Planning Association.
- President, Vice President, Board Member, Central Homeowners Association.
- President, Market Plaza Businessman's Association.
- Vice President, Chamber of Commerce.
- Vice President, Businessmen's Association.
- Delegate, Chamber of Commerce.
- President, Managers Business Association, 12 years.

REFERENCES:

Excellent professional and personal reference available upon request.

30

All resumes begin with your name, home address and phone number. Employers will not call you at your work place unless you tell them to do so; some people feel more comfortable, however, omitting their work address and phone number, but it is also perfectly appropriate to include them on the resume. It is not necessary and usually not desirable to include on a resume personal details. Marital status, height, weight, or other similar items are not relevant to your ability to do the job. Sometimes such information might even be harmful as it can give an impression of you which might not be accurate. The Personnel Manager who is trying to lose weight may not be impressed by 5'6, 110 pounds! The one exception to this rule of thumb is for persons applying for a sales position. In that instance, including your hobbies may be helpful. Part of sales work is often social, and companies like to match sales people with clients on the basis of compatability of interests. Also, do not name your references. References are always furnished on request.

Once you think your resume is what you want, give it to a good friend to read. The friend may be able to point out something you've overlooked. Incorporate your friend's advice into your resume. Then, give your resume to someone who doesn't really know you. Ask what impression of you that person has obtained from reading the resume. It's important to do this as it gives you some insight as to how your resume will depict you to a stanger. Does it create the impression you want? If not, re-write until you're sure your resume is performing its task well. Its task, you know, is to get you an interview.

Resumes must be attractive to the eye. Use one inch margins all the way around. Arrange the information so the position on the page highlights the most important items. Use underlining, asterisks, dashes to attract the eye to an item. Avoid scented paper or paper in unusual colors. Ivory is perhaps the best choice in color of paper as it has a warm, soft look to it, and reading the resume on ivory paper is easy on the eyes. Of course, the resume must be typed and error free. If necessary, hire a professional typist. When the resume is finally satisfactory, have it printed. Do not photocopy it. Printing is not expensive, it's quickly done, and it creates a professional appearance.

You may use your resume in several ways, but the most common way is to send it to a company. In such cases you will send an accompanying cover letter. The cover letter will be directed at a specific company and position, and to a specific person. How to get that information will be discussed later. The cover letter has three parts. First, the letter explains why you are sending your resume to that company. If it's in response to a newspaper advertisement, say so. If you were told that company has an opening for someone with your skills, say that and give the name of the person who referred you. If you investigated the company and think you would like to work there, say that. Begin with why you are writing the letter and sending the resume.

Part two of the cover letter emphasizes your skills *as they relate to that company* and/or that position. The last part of the cover letter states the follow-up. Don't expect the company to respond to you. You do the follow-up. "I'll be in Washington on the 25th and will call you," or "I'll call you next Thursday to make an appointment." The cover letter is original and is designed to introduce you to the company through your resume. Sample cover letter on page 28.

Some people find it too difficult to write a resume so they use the resume alternative. The alternative approach is a good choice when you don't have a great deal of relevant experience to offer, or have had little opportunity to display your

skills. The resume alternative follows the same organization as the cover letter, but expands on your skills, still emphasizing them only in connection with employment in that company or in that position. Samples of a resume alternative are found on page 29.

You see now why it is so important to do a good job of assessing your skills, grouping them into clusters, and writing specific accomplishment statements, for that assessment is the basis of the resume. Remember that you will be able to use the skill clusters not mentioned in the resume in the interviews your resume will gain for you.

A Cover Letter

345 First Street
Ames, Iowa 20749
(113) 466-2993
May 4, 1980

Mr. Don Major, President
ABC Corporation
123 Main Street
Des Moines, Iowa

Dear Mr. Major:

I was intrigued by the write-up of your new information centers as described in *Management* magazine. Frankly, I think it is an extremely good idea.

As you will note from the enclosed resume, my market planning and sales management experience could be of great assistance to you at this early stage in your project.

Because of my familiarity with the types of locations and clients you are seeking, I am sure that if we were able to work together in this new venture, the results would reflect my contribution.

I have roughed out some specific marketing ideas which you might like to review, and would like to make arrangements to meet with you during the week of June 15th.

I am looking forward to meeting with you, and will call you May 28 to set a mutually convenient time.

Very truly yours,

Marilyn Foster

33

A Resume Alternative

413 Grand Avenue
Allendale, Alabama 00923
(312) 312-3312
April 22, 1980

Mr. Jerold Duffy
Holman Corporation
One Allendale Plaza
Atlanta, Georgia 93467

Dear Mr. Duffy:

Dr. Jacobs at the University of Atlanta suggested that I contact you about the research your corporation is currently undertaking to determine the potential of new marketing areas in the south. He knows of my work in marketing at the University and suggested that you might need research help.

My work at the university has involved surveying various segments of the population in the area to determine what new curricular offerings would be most helpful to the people in the community. My research has led to the development of two new courses in the continuing education department and to consideration of a new program involving the cooperation of business and education.

My communication skills are excellent. I have been an announcer on WWWW for three years. I am frequently asked to speak to community organizations on topics of current interest, and am president of the University Players.

I plan to be in Atlanta next week and would like to meet with you for an interview. I will call you next Wednesday to arrange a mutually convenient time.

Very truly yours,

Frank Mann

CHAPTER 5

Interviews

There are two kinds of interviews. One is the informational interview and it may be formal or informal. It is well to use the informal interview as you are assessing your skills, for such interviews will help gain the information you'll need to investigate types of positions and different companies so as to discover which of your skills are most marketable. Some teachers have a kind of innate distrust of the world outside teaching. Many teachers have rarely worked except in some form of education. They've gone through school and, upon graduation, have immediately begun to teach. Such lack of knowledge of any other form of employment can create fear, just as some businessmen, lacking much knowedge of what is required to teach, may view teachers as not employable outside of education. As business attracts more and more teachers, however, business people are understanding that skills useful in teaching may be transferred to other career areas. So, too, are teachers who have changed career fields finding that there are as many similarities as there are differences, as many advantages as disadvantages in being employed outside education.

The informal informational interview is conducted at cocktail parties, out in the yard, riding on a train, or wherever you meet someone who works in a field which might interest you. Ask that person what the job responsibilities are, what skills are needed, what training and experience were needed to reach that position. What are the benefits of the position, the drawbacks? Most people love to talk about themselves and will willingly discuss their jobs with you. You may also call a company and ask to come in for an informational interview. Most companies are quite willing to give you 20 to 30 minutes of their time. Make it clear that you are not applying for a position with that company. Go to such an interview with a set of questions prepared so as not to waste time and so as not to forget some important question. Do not go to a company for an informational interview without having some idea of what the company's business is. Before such an interview, do some of the research that will be suggested to you in a later chapter. Informational interviews at companies will endeaver to elicit the same kind of information you obtained from your friends and acquaintances. You will want to ask how important experience is in that particular field. What other experience might offset the need for experience in that field? What kind of skill training or course work could replace the need for experience? It's best not to ask about such things as salary, fringe benefits, vacation time and the like. Your motive is to find out what work is to be done and what experience and education is needed to do that work. Some suggested inquiries are on page 31.

Interviewee Inquiries
(Ask only if appropriate)

1. What is the normal routine of a ..... like?
2. What characteristics would you most like in a person in this position?
3. Is this a new position?
4. What do you consider ideal experience for this job? Ideal training?
5. What are the job responsibilities?
6. To whom does this position report? What are that person's responsibilities?
7. How much travel is normally expected in this position?
8. May one progress at his/her own pace or is advancement structured?
9. How frequently do you relocate professional employees?
10. How much input does one have in his/her relocation?
11. What skills are needed for this position?
12. Is sales growth in this product line sustainable?
13. How much contact and exposure to management is in this position?
14. At what level is an employee placed in the "exempt"* status?
15. Is it possible to move through the training program at one's own pace?
16. When does the training program begin?
17. How long is the training program?
18. About how many people go through this training program each year?
19. What is the housing market like in this community?
20. How often are performance reviews given?
21. Is it possible to transfer from one division to another?
22. How much decision making authority is in this position?
23. Are any new product lines being planned?
24. How much input does the new person have on geographical placement?
25. Is this position more analytical or more people oriented?
26. It is possible to transfer between departments?
27. Does this company provide employee discounts?
28. Is a car provided for personnel who travel for the company?
29. How many women are there in top management? Middle management?
30. How much independence is permitted in dress?
31. Are there special training programs for which I might be eligible?

*"exempt" personnel are not paid for overtime, but work on an annual salary basis; they may have more company benefits than "non-exempt" personnel.

The second kind of interview is the competitive interview. When you finally get that interview appointment, you will be in competition to get the position. It's in this interview that you will sell yourself. Interviewers come in as many different types as do applicants. Try to be prepared for all kinds of interviewers from the very quiet interviewer to the homey, folksy one. In a good interview you should do 70% of the talking. You will talk about those other skills you couldn't fit into your resume. You will talk about why you would like to work for *that* company (be sure you know why!), you will talk about why you're the best person for the job, and you will talk about why you are leaving teaching. Be sure to bring up why you are changing career fields. Do not wait to be asked. Businessmen have told us that in the past, teachers who changed careers did so only until they could find another teaching job. Companies can't afford to hire people who they think will soon leave. If you've made a decision to change career fields, know why you are making such a change and be frank to explain it to an interviewer.

One common question in interviews is the question, "Tell me about yourself." Be prepared with an answer to that. Such an answer should take two minutes or less. Begin with a summary of your most marketable skills and accomplishments; end with why you want to work for that company in that position. Often an interviewer will ask, "What are you most proud of in your life?" Having done a good skills assessment, you will have several accomplishment you can cite. Be sure to keep all answers job related. If asked what are your strengths and weaknesses, do not mention a weakness that cannot be turned into an asset from the company's point of view. Tell them you find it difficult to do all the professional reading you'd like, or that you work too many weekends. On page 33 some common questions are listed. Know the answer to each. On that same page is a list of what the interviewer is trying to determine. Be aware of the interviewer's purpose. It will help you make an interview profitable for the company as well as for you.

Common Interviewer Questions

1. Tell me about yourself.
2. Why do you want to change jobs?
3. What kind of job are you looking for now?
4. Why did you select us to interview with?
5. What are your long-range objectives?
6. What are your salary requirements?
7. What have you accomplished in your career?
8. What have been your most satisfying and most disappointing work experiences?
9. When could you be available to start here?
10. Tell me about your present company.
11. What kind of manager are you?
12. How would you describe yourself?
13. What are your strengths? Your weaknesses?
14. Describe your present boss.
15. Whom can I talk to about your performance?
16. Are you open to relocation?
17. How long have you been looking for a new job?
18. Tell me about your family.

What the Employer Really Wants to Knows...

1. Does the applicant have the ability to do the job?
2. Can he or she manage people?
3. How does he or she relate to people?
4. What kind of person is this? A leader? A follower?
5. What strengths does he or she have that we need?
6. Why the number of job changes so far? Or lack of changes?
7. Where is he or she weak?
8. How has the applicant contributed to other companies?
9. What are his or her ambitions? Are they realistic?
10. Is he or she too soft or tough on subordinates?
11. What is this person's standard of values?
12. Does he or she have growth potential?
13. Is there a health problem anywhere?
14. What is the nature of the "chemistry" between this applicant and our company?
15. What will the department manager think of this applicant as compared to the other applicants?
16. Should this person get an offer?
17. Is this person reliable?
18. Does this person have potential for advancement?

This initial interview is a screening interview. The interviewer will be trying to determine how you would fit into that company. Companies have personalities just as classes do. If you don't pass the screening interview, it may well be that you weren't right for that company's personality and, if so, you would not have been happy there. At all times, of course, you will be professional and self confident. Maintain good eye contact. Be aware of body language. Even if you think the interview is not going well, keep an air of self confidence. you do not know what the interviewer is thinking; his perception may be entirely different from yours. Be alert for tricks. One interviewer always offers an interviewee a cigarette. If you take it, you'll soon discover there's no ash tray in sight. What will you do? Even if that situation doesn't arise, it's probably best not to smoke during an interview. Dress should be appropriate to the position for which you're applying. Dress as you would on the job. Most companies still prefer conservative attire.

Despite all your best efforts, however, you will probably be interviewed a number of times and by a number of people before you get a job offer. There is a skill to interviewing. Some people advise that you practice being interviewed, that you go to several interviews for jobs you really don't want so you'll become more comfortable in an interview situation and the rejection (if it comes) is not too traumatic. That doesn't mean you should interview just anywhere. You don't want to waste an interviewer's time or yours. It does mean that if you are considering several positions, you try to set up interviews for the positions you most want last. To help you avoid some common mistakes, some reasons why applicants are rejected after an interview are listed on page 35.

Knockout Factors

(Reasons WHY candidates are rejected)

1. Poor personal appearance.
2. No confidence and poise — fails to look interviewer in the eye.
3. Overbearing — overaggressive — conceited.
4. Little interest and enthusiasm — indifferent.
5. Inability to express self clearly.
6. Makes excuses — evasive — hedges on discussing record.
7. Unwilling to start at the bottom — expects too much too soon.
8. Not prepared for the interview — no research on company.
9. No real interest in the organization — merely shopping around.
10. Narrow location interest — unwilling to relocate later.
11. Insufficient evidence of achievement.
12. Knowledge of field not well defined.
13. Asks no or poor questions about the job.
14. Interest only in best dollar offer.
15. Lack of proper career planning — purpose and goals ill defined.

Don't be afraid to ask questions yourself. Make them job related, of course, and remember that just as the interviewer is trying to see if you'd fit in, you're trying to see if you'd be happy there. It is inappropriate in the initial interview to ask about salary and fringe benefits. That information will come in the last interview at which you're hired. The interviewer, however, may ask you what your salary is. Teachers should give a monthly salary. If you're paid in ten equal payments, give that monthly figure. Do not give an annual salary unless you are employed on a twelve month basis. Everyone knows that teachers commonly work and are paid on a ten month basis, and work in summer school or summer camp to make ends meet those other two months. If asked what pay you expect to get, you do not need to give a figure. If you've investigated the company thoroughly, you'll know about what the salary scale will be. Businesses pay on a salary schedule as do schools. There is usually a range for a certain job classification. If you know the range, state it and say where you think you'd fall in that range (probably mid-range). If you don't know the range, say you think you'd probably fall at the mid-point of the salary range for that position. Or you can talk in ball park figures of $14,000 or $18,000 or whatever figures you think are most appropriate. Be careful here. They *may* be thinking in higher figures than you are! The salary at which you enter a position is always temporary. Most companies have regular performance reviews and salary increases. If you're competent, you will advance in responsibilities and in salary. Even though teachers may need to take a pay cut to enter another field, most find they surpass their teaching salary in a few years or less. Remember, too, that teaching salary scales have a ceiling. Reach that and you've had it. Business has no automatic ceiling.

Never leave an interview without finding out what the next step will be. Will they call you or should you call them? When? If the interviewer tells you then that you're not right for the job, ask him if he knows of any other positions open, or of another company where you might apply. If he has no positive answer for either question, ask him how you might improve you marketability. Find out something that will benefit you. Do not leave an interview empty-handed.

CHAPTER 6

Where Are The Jobs?

There are only five ways to find a job; of these, personal contact is most important. If you're interested in entering a different field, let everyone know it. You never know when the man down the street may be talking to his uncle who knows of a position and your neighbor can say, "I know just the person for that job." You! Tell your friends, relatives, neighbors, old acquaintances, college roomate, college friends, social acquaintances, professional associates, any and everybody. Most jobs are filled by personal contact, and why not? When you move to a new area, how do you find a doctor or a dentist? If you were an employer and interviewed two person of comparable merit, you'd choose the one about whom you'd had some information from someone you know of course.

The importance of informal informational interviews becomes apparent here. As you meet people who work for a company which interests you, ask them what openings are available. Company newsletters frequently list positions open and often list the salary range. Company bulletin boards display job openings. Many companies give employees a bonus of some kind for good job referrals. Companies are as interested in getting good employees as you are in getting a good job. A network of associates is extremely important.

A second way to find a job is to look at the newspaper advertisements. The best positions are probably rarely advertised, but one of your goals ought to be to get with a company you'd like to work for. Most companies promote from within, so getting in becomes as important as proving yourself once you're there. Many advertisements are blind — that is they do not identify the company by name — so it is impossible for you to follow-up. Don't be discouraged if you respond to many advertisements and never hear anything. Each ad generates one or two hundred responses. Companies answer only when the person seems really suited to the position. If you do get a letter of rejection, don't despair. They are not rejecting *you*; they don't even know you. More about that later.

In addition to answering newspaper ads, you can place your own ad; advertise yourself. Many personnel directors watch the "Situations Wanted" section of the newspaper. If you place an ad, be sure it is placed in a newspaper or magazine which is read by the people you're trying to reach. Such ads are not very expensive and offer an excellent opportunity to find a position.

Another avenue is search firms and employment agencies. It's best to be careful here. You need to know who pays the agency, what kinds of positions the agency seeks to fill, what levels of responsibility the agency looks for. Some agencies deal only with clerical personnel; others deal only with professional people; still others are executive search firms and they want only those people with a proven track record in the field. The best agency may the Placement Office at the college or university you attended. Write to them; update your file with them; large university placement offices often have positions for persons with experience in addition to positions for the recent college graduate.

Another way to find out about openings is to investigate a company and write to them in the hope that a suitable position is available. You need to be sure it's a company you really would like to work for. To find out about the company, ask people who are employed there; read magazines directed to that company's business and/or to the kind of position you're seeking. If possible, join the professional organization which serves the field you want to enter. Call the public relations office of the company and ask to see an annual report and/or a company newsletter. These two publicaitons will tell you about the company's business, how well it's doing, where its facilities are located, what they foresee for the future, and their financial status. Try to visit the company and look at the job openings on the bulletin board. Some of the information you should look for is listed below.

Information to Have on the Employer

1. Array of product lines and/or services
2. Average time in non-management assignment
3. Formal or on-the-job training programs
4. Geographical locations of plants
5. How diversified is the company
6. Length of service
7. Location of home office
8. Name of interviewer
9. Names of top management
10. Number of plants, stores, sales outlets
11. People you know in the firm
12. Percent of annual growth in earnings per share
13. Percent of annual sales growth in the last five years
14. Potential growth for the industry
15. Potential new markets, products, or services
16. Present price of stock
17. Recent items in the news
18. Relative size of firm in the industry
19. Relocation policies
20. Short-term profit picture
21. Typical career path in your field
22. Who is the competition

Finally, once you've researched a company thoroughly and know you'd like to join them, just drop in to the personnel office. Ask to leave your resume; ask for an appointment. Indicate your interest in that company. You may receive a letter from a company saying nothing is available now, but they will keep your resume on file. Generally, companies keep resumes in an active file for six months, then, they discard them. If you're really interested in that company, call every three months. Ask if an opening has arisen and tell them you are still interested. Ask them to keep your resume on file. Positions have been filled by people who continued to call. Their names become familiar to the personnel office and leap to mind when an appropriate opening occurs.

One of these way will work, but usually the process of career change takes time, so persistence is important.

Those are the ways to approach a company. What kinds of positions are available? Several surveys have indicated that in the 1980's most openings are and will be in areas relating to mathematics. Electronic data processing, computer programming, systems analysis, is a burgeoning field. Working with computers requires an ability to be logical, not necessarily mathematical ability. Openings in this field are numerous and advancement is rapid for those who have ability. Because many people are entering this field, open positions may not continue to be so available, but the field is expected to continue to grow as computer applications are made in new areas. Many companies train personnel in this area. Teachers of mathematics, of course, are important candidates for positions in electronic data processing as they are in the fields of accounting and finance. Teachers of other subjects can acquire such skills, however, and specific skill training is a good route to many positions.

The whole field of health services will continue to expand, offering opportunities in the varied areas which the field encompasses. One thinks first of science teachers, probably, but here, too, skills are the important determinent. Health services encompasses hospitals and drug companies, both of which have many departments which are not scientific in nature.

Sales positions seem always available. Many teachers say they do not want to sell, but teaching itself is salesmanship. Teachers relate well to people; they understand how to impart information; they are persuasive. Sales positions are not all "hard sell" kinds of positions. They are not all door-to-door positions. The whole area of sales is an area many business people think is very appropriate for teachers. Positions which require similar skills may be found in customer service. In this area, some companies prefer maturity and the teacher who wants to leave teaching at the age of 45 or older may find customer service a good way to enter business. It offers the employee an opportunity to display skills and learn about the company. Many companies want new employees to enter in sales or customer service for that very reason. It offers the employee a chance to display skills while learning about the company.

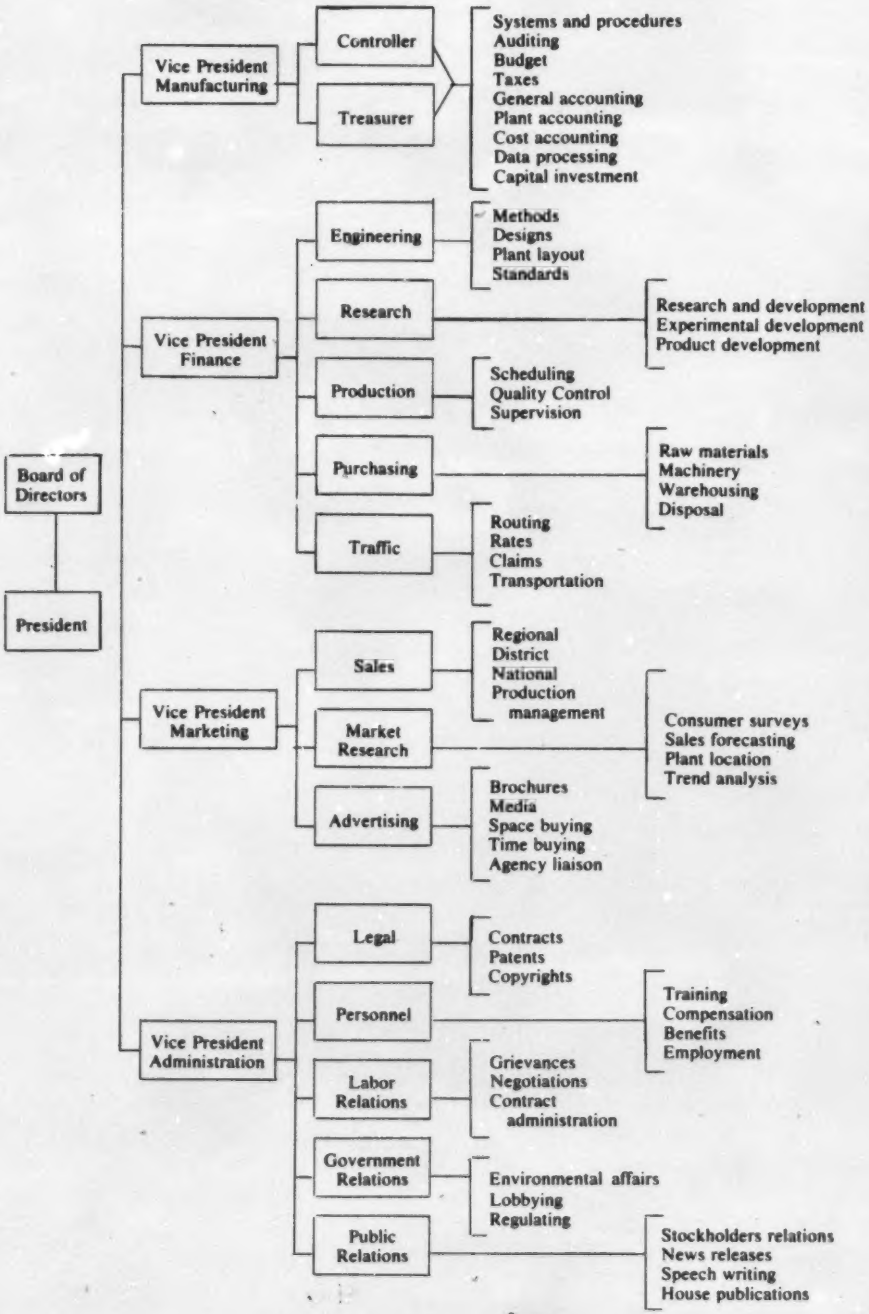
The area of personnel or, as some companies call it, human resources is also an area teachers should investigate. Companies are now beginning to hire people who qualify for the term handicapped. Some companies feel insecure in dealing with such employees and teachers of the handicapped, (special education teachers) may find rewarding work in a department of human resources. Teachers with experience in negotiating contracts or in grievance procedures, too, would be useful in this area as the field encompasses all aspects of employee welfare.

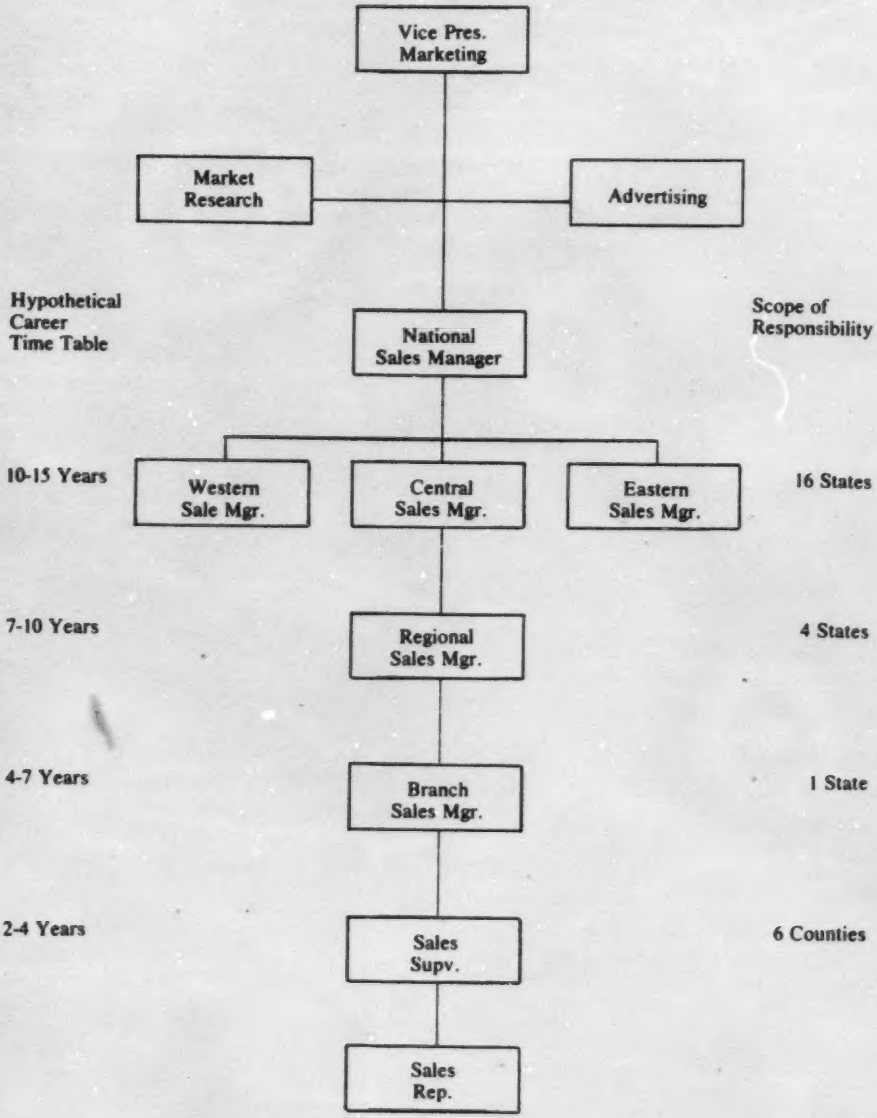
Other areas of business to explore are purchasing, research, marketing and advertising, public relations. Many companies maintain their own libraries and need librarians. Companies with legal departments often employ paralegals and training for paralegal positions is not lengthy. Look, too, at the area of training and development. That's another field many businesses think teachers should enter since training is the business word for teaching.

Sometimes teachers say they do not know what duties jobs in business entail, or even what specific jobs are done by certain departments. A wonderful source of such information is the Dictionary of Occupation Titles (DOT). The school library may have a copy, or look in your community library. If these sources fail, visit your United States Employment Services office. They'll have many copies. The new 4th edition DOT has an alphabetical listing of job titles as well as jobs listed by industry designation. The job descriptions are very complete. Reading job descriptions will also help you in your skills assessment and skill clustering.

To help you understand the relationship of different fields in companies, a general chart of a business organization is on page 41, a chart of one organizational area is on page 42, and a list of types of business and industry is on page 43.

BUSINESS ORGANIZATION CHART





Breakdown may be geographical (as shown) or by product line.

Industry Groups

Advertising
Aerospace
Agriculture
Aluminum
Associations
Automotive
Banking
Building
Chemicals
Communications
Construction
Consulting
Copper
Distribution
Drugs
Education
Electrical Equipment
Electronics
Energy
Entertainment
Environmental
Financial Institutions
Food and Beverages
Food Processing
Glass
Government
Health Care
Hospitals
Hotel-Motel
Insurance
Manufacturing
Metals
Military
Museums & Art
Newspaper
Office Products & Equipment
Packaging
Paper
Public accounting
Public Health
Public Utilities
Publishing & Printing
Real Estate
Regulatory Commissions
Retailing
Sports-Sporting Goods
Steel
Tire and Rubber
Transportation

Other avenues of employment should be considered, too. Social service and government agencies frequently have openings. Call them. Obtaining a position with the federal government can be somewhat confusing. Teachers would begin with the federal government at Grade GS-5 or GS-7. If you have an advanced degree, you qualify for grade GS-9 or higher. The higher the grade level, the more competition and the fewer openings. The government, too, likes to promote from within. There are no written tests required at grades GS-9 or higher. To find out what positions are available or to obtain an application form, contact the nearest Federal Job Information Center. If you do not know where that is, call 800-555-1212 to get the toll-free number for the Federal Job Information Center near you. You might be interested to know that in October of 1978, the pay scale for entering at Grade GS-9 was $15,920. You should also talk with the people in your local Employment Service Office. They will know what kinds of positions are available in that geographic area. If you are free to move, write for newspapers in the geographic area you'd like to move to. See what kinds of openings are listed. Write the Chamber of Commerce in the location; if possible, take a trip to the area and talk to people. If you are not free to move, look at a map of your local area, decide how far you're willing to travel to work, and then drive around that area. You'll no doubt be surprised to find many companies you never knew were there.

Two other places where teachers may find welcome are professional associations and colleges or universities. Professional associations always maintain a staff; the larger the association, the larger the staff. Very large associations employ people in accounting, computer services, research, advertising and public relations. Colleges and universities, too, maintain staff and those of us who understand the workings of educational institutions would be at home on such a staff or in an administrative position. Look at the Predictors of Success on page 45. Use them to help you decide which skill clusters and which accomplishment statements to use.

Well, that's where the jobs are. You have to look for the right one, but it can be, and has been, done.

Predictors of Success

1. Adaptability
2. Communication
3. Creativity
4. Dependability
5. Good health
6. Good work habits
7. Grades in job related courses or training
8. Initiative
9. Intelligence
10. Leadership
11. Out-going personality
12. Percentage of college expenses you provided yourself
13. Promptness
14. Related work experiences
15. Teamwork

50

CHAPTER 7

Along The Way

At the end of this workbook is a bibliography. Do use it. Do be prepared for rejection and disappointment.

Do become part of a network. There are networks of women, of people in a given profession, of people in a specific location. A network is important not only for finding out about available positions, but also for keeping one's spirits buoyed up. Rejection comes with career change. Be sure you have someone to talk with, to share experiences and frustrations with, to give you a boost when you need it. You may need it often for awhile.

Keep a record of what you do. Start a log book. When you send out a resume and cover letter, note to whom you sent it, when you sent it, and what the follow-up will be. When you have an interview, make the same notations. If you send out many resumes, you will become confused unless you have reduced that timetable to the written word. See the sample on page 47.

When you send a resume to a company and get a letter saying they have no openings but will keep your resume on file, remember to follow-up in three months to see if an opening has arisen. Luck plays a part in this career change, too, and keeping your name in mind may help.

Know the importance of the secretary. The secretary usually screens calls and callers from the employer. Awareness on your part of the secretary's responsibilities will help you get through.

Most important, plan a strategy based on devoting at least six months, more likely a year or more to making a *good* career change. Give adequate time to the skills assessment, to phrasing the accomplishment statements, to producing a distinguished resume. Devote equal time to researching a company or an occupational area. Read annual reports. They will tell you how and in what directions the company is growing. By reading carefully, you may discern where positions are likely to be available. Read the DOT. Read periodicals pertinent to a company's business or to business in general — magazines like *Fortune*, *Changing Times*. Look at the publications of professional associations in the career area which interests you. Some of those publications list positions available, and most associations have some kind of placement service available. To find out names, call the company. The switchboard can tell you names of department heads or can connect you with the department and you can get the name you want there.

Persist in your efforts to locate the position you want. When you get it, remember those who come after you, who are trying to make their own career changes. Let them know of your experiences; encourage them; help them when you can. Success breeds success. If you're successful in teaching, you can be successful in other occupations. This workbook will help you begin. The rest is up to you.

Good luck!

51

Career Change Log

Date	Action	Follow-up	Result
3/15	Letter to J. Jones, New Company	Call him — 3/28	Interview 4/5
3/16	Letter to Mary Smith, Old Company	Call her — 3/28	No openings, call again — 6/28

Research The Job Search

READ:

Bestor, Dorothy K. *Aside From Teaching English . . . What in the World Can You Do?* Seattle, WA: University of Washington Press, 1977.

Bolles, Richard. *What Color is Your Parachute?* Berkeley, CA: Ten Speed Press, 1977.

Bolles, Richard N. and Zenoff, Victoria B. *The Quick Job-Hunting Map: Beginning Version*. Berkeley, CA: Ten Speed Press, 1977.

Crystal, John C. and Bolles, Richard N. *Where Do I Go From Here With My Life?* New York: The Seabury Press, 1974.

Djeddah, Eli. *Moving Up*. Berkeley, CA: Ten Speed Press, 1971.

Friedman and Schwartz. *No Experience Necessary*. Dell Publishing Co., 1971.

German, Donald R. *Successful Job Hunting for Executives*. Chicago: Henry Regnery, 1974.

Greco, Benedetto. *New Careers for Teachers*. Homewood, IL: Dow Jones-Irwin. Inc., 1976.

Haldane, Bernard. *Career Satisfaction and Success: A Guide to Job Freedom*. New York: AMACOM, 1974.

Hegener, Karen C. *Peterson Annual Guides to Graduate Study*. Princeton, NJ: Peterson's Guides, 1978.

Irish, Richard K. *Go Hire Yourself an Employer*. New York: Anchor Press/ Doubleday, 1973.

Lathrop, Richard. *Who's Hiring Who?* Reston, VA: Reston Publishing Co., 1976.

Lewis, Adele. *How to Write Better Resumes*. Barrons, 1977.

Loughary, John W. and Ripley, Teresa M. *Career Life Planning Guide*. Chicago: Follett Publishing Co., 1976.

Mathies, Lorraine and Thomas, William G. *Overseas Opportunities for American Educators and Students*. New York: Macmillan Informaiton, 1973.

McKee, Bill. *New Careers for Teachers*. Chicago Henry Regnery Company, 1972.

Nichols, Harold E. and Schill, William John. *Yellow Pages of Careers: How to Find The Careers For You*. Danville, IL: The Interstate Printers and Publishers, Inc., 1977.

Stanat, Kirby W. *Job Hunting Secrets and Tactics*. Chicago: Follett Publishing Company, 1977.

Teal, Everett A. *Occupational Thesaurus*. (Volumes I and II). Bethlehem, PA: Lehigh University, 1971.

Wiley & Fine. *Functional Job Analysis*. Upjohn Institute.

Yeomans, William N. *Jobs '77: Where They Are – How to Get Them*. New York: Berkley Publishing Co., 1976.

REFER TO:

Career Guide to Professional Organizations. Cranston, RI: Carroll Press Publishers, 1976.

Company Annual Reports.

Dictionary of Occupational Titles, 4th ed., U.S. Department of Labor, 1977.

Directory of Corporate Afffiliations (National Register Publishing Co., Inc.)

Dun & Bradstreet's Middle Market Directory (Lists businesses in the United States that have a net value ranging from $500,000 to $999,000.)

Dun & Bradstreet's Million Dollar Directory (Lists business firms with net value of one million dollars or more.)

Federal Career Directory (U.S. Civil Service Commission).

Fortune's Plant and Product Directory.

Gale's Encyclopedia of Associations.

MacMillan Job Guide to American Corporations.

MacRae's Blue Book.

Moody's Industrial Manual.

Moody's Manuals of Investment (Detailed sources of information on the financial status of companies).

Poor's Register of Corporations. Directors and Executives. (Has key executives in 32,000 leading companies).

Standard Register of Advertisers.

Standard and Poor's Industrial Index (See the stock reports at your broker).

State Manufacturer's Directors.

Thomas' Register of American Manufacturers.

54